



## **School Improvement Plan**

**Blanche Kelso Bruce Academy - Bowman Site**

**Blanche Kelso Bruce Academy**

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## **Introduction**

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

# Executive Summary

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Located at 17200 Rowe Street in Detroit, Bowman House is a community-based female residential program of Holy Cross Children's Services. Residents of Bowman House are victims of abuse and neglect from Michigan, with some out-of-state referrals. Bowman House staff provide residents with trauma-informed, community-based therapy, motivational interviewing, and solution-focused therapy. The staff of Blanche Kelso Bruce Academy working at Bowman House provides educational programming for approximately 10 residents, ages 12-16.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

The Blanche Kelso Bruce Strict Discipline Academy (BKB), Michigan's first multi-sited strict discipline academy, provides comprehensive, treatment-oriented educational services to students referred to as Youth Outside of the Educational Mainstream (YOEM). Students are eligible to enroll if they are expelled, referred by the court or by a school IEPC.

The mission of the Blanche Kelso Bruce Academy is to provide effective educational services to students, who due to legal and/or other environmental risk factors impacting their lives, are unable to participate in regular school settings, and/or are identified as at-risk of academic failure in traditional school environments.

Our philosophy of education is based on a commitment and belief that each child can learn and succeed, that diversity enriches us all, that students at-risk for failure can overcome the risk through involvement in a thoughtful and caring community of learners, that each child has unique contributions to offer to the community of learners, that each child has strengths and needs, and that effective learning results from the collaborative efforts of all engaged adult constituencies.



## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Bowman House has been part of the Blanche Keslo Bruce Academy district since July 2014. During the first three quarters of the 2014-2015 school year, Bowman students have accrued high school or middle school credit in 23 classes. In addition, students have received frequent recognition in the areas of effort, mathematics, productivity, reading, respect, responsibility, and safety.

During the upcoming three years, BKBA staff at Bowman House will maintain a health climate that encourages education by offering students a rigorous and relevant curriculum, with support to assist in overcoming emotional and behavioral difficulties that interfere with learning.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

It has been a privilege for Blanche Kelso Bruce Academy staff to contribute to the programs of Holy Cross Children's Services at Bowman House.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

The staff of Blanche Kelso Bruce Academy works closely with the Holy Cross Children's Services staff at Bowman House. Therefore, stakeholders include key players from BKBA - classroom advisors, support staff, and administrators - as well as key players from Bowman House - the program coordinator, therapist, and students. Many of the students at Bowman House are awaiting placement in foster care or reunification with their parents, so parents are not readily available to join the school improvement team.

Stakeholders representatives participate in setting goals for the school improvement plan, as well as monitoring the progress towards the completion of those goals.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

Stakeholders: Classroom advisor, program director (and students' guardian), administrative assistant (note taker), therapist, student representative (when possible), community representative (when possible).

Stakeholder representatives participate in setting goals for the school improvement plan, as well as monitoring the progress towards the completion of those goals.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

A written version of the school improvement plan is distributed to stakeholders in September. Thereafter, stakeholders meet monthly on the first Tuesday to review progress toward the plan and to suggest amendments and revisions.

# School Data Analysis

## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

## **Demographic Data**

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

### **Student Demographic Data**

**1. In looking at the three year trend in student enrollment data, what challenges have been identified?**

School has been in existence only for one year: 2014-2015.

### **Student Demographic Data**

**2. In looking at the three year trend in student attendance data, what challenges have been identified?**

School has been in existence only for one year: 2014-2015.

### **Student Demographic Data**

**3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?**

School has been in existence only for one year: 2014-2015.

### **Student Demographic Data**

**4. What action(s) could be taken to address any identified challenges with student demographic data?**

School has been in existence only for one year: 2014-2015.

### **Teacher/School Leader(s) Demographic Data**

**5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?**

Teaching and administrative staff have more than 15 years experience each in working with special needs populations. This assists in the learning and behavior management of students with histories of abuse and neglect.

### **Teacher/School Leader(s) Demographic Data**

**6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?**

Teaching staff have more than 15 years experience each in working with special needs populations. This assists in the learning and



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behavior management of students with histories of abuse and neglect.

### Teacher/School Leader(s) Demographic Data

**7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?**

Absences will always affect student achievement; however, as this school is located in a residential facility, the school leader is generally only present on a weekly basis.

### Teacher/School Leader(s) Demographic Data

**8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?**

Staff attrition this year was high at the site; however, student achievement in English, science, and history was good owing to the use of online instructors.

### Teacher/School Leader(s) Demographic Data

**9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?**

A new teacher has been assigned to the site.

## **Process Data**

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

**10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?**

Students performed well in online instruction in the areas of English, science, and history.

**11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?**

Students require intense remediation in math.

**12. How might these challenges impact student achievement?**

The lack of sufficient basic math skills precludes even attempting grade-level math programs.

**13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.**

Math remediation program, Think Through Math, has been implemented.

**14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?**

Students with special needs have a full-time special education teacher, a teacher consultant, remediation programs in reading and math, as well as extended learning opportunities.

**15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?**

Students in grades 6-12 have the opportunity to extend their learning through field trips to museums, films, community events, and other activities.

**16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?**

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All students have the opportunity for extended learning. Our students have been removed from their homes owing to abuse and neglect. Parental contact is limited to those students for whom reunification is possible. This is seldom the case.

**17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?**

Core curriculum standards guide instruction in all content areas at all grade levels.

**18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.**

Physical and emotional health are critical to academic success. Weak areas are addressed by the school social worker.

## **Achievement/Outcome Data**

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

### **19a. Reading- Strengths**

Some our students are proficient or advanced readers.

### **19b. Reading- Challenges**

Most of our students fall below grade level expectations in reading.

### **19c. Reading- Trends**

The school has only been in existence for the 2014-2015 school year. Trends are not yet established.

### **19d. Reading- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

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A reading intervention plan, using READ 180 and System 44 programming, has been implemented.

### 20a. Writing- Strengths

Most of our students enjoy writing for recreation (e.g., journalling or poetry).

### 20b. Writing- Challenges

Our students are not experienced academic writers.

### 20c. Writing- Trends

The school has only been in existence for the 2014-2015 school year. Trends are not yet established.

### 20d. Writing- Summary

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Students will be required to complete formal instruction in using text evidence, narrative writing, and other forms of academic writing.

### 21a. Math- Strengths

Few to none. The occasional student shows proficiency.

**21b. Math- Challenges**

Most students are below to far below grade level in math skills.

**21c. Math- Trends**

The school has only been in existence for the 2014-2015 school year. Trends are not yet established.

**21d. Math- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

A remediation program, Think Through Math, has been implemented.

**22a. Science- Strengths**

Students are interested and excited about science.

**22b. Science- Challenges**

Multiple grade levels in one classroom challenges the presentation of science material spanning grades 6-12.

**22c. Science- Trends**

The school has only been in existence for the 2014-2015 school year. Trends are not yet established.

**22d. Science- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

A science coach will be added to staff to work with students on key concepts.

**23a. Social Studies- Strengths**

Students are particularly interested in current events and relating those events to history.

**23b. Social Studies- Challenges**

Multiple grade levels in one classroom challenges the presentation of science material spanning grades 6-12.

**23c. Social Studies- Trends**

The school has only been in existence for the 2014-2015 school year. Trends are not yet established.

**23d. Social Studies- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

A social studies coach will be added to staff to work with students on key concepts.

## **Perception Data**

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

### **24a. Student Perception Data**

**Which area(s) indicate the overall highest level of satisfaction among students?**

English

### **24b. Student Perception Data**

**Which area(s) indicate the overall lowest level of satisfaction among students?**

Math

### **24c. Student Perception Data**

**What actions will be taken to improve student satisfaction in the lowest area(s)?**

Greater math remediation.

### **25a. Parent/Guardian Perception Data**

**What area(s) indicate the overall highest level of satisfaction among parents/guardians?**

Students have been removed from their homes for abuse and neglect. Guardians (facility partners) expressed satisfaction with credit accrual.

### **25b. Parent/Guardian Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among parents/guardians?**

Students have been removed from their homes for abuse and neglect. Guardians (facility partners) expressed a desire for more academics to be covered in shorter time frames (abridged curricula).



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### 25c. Parent/Guardian Perception Data

**What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?**

Staff is investigating accelerated learning for low-level learners.

### 26a. Teacher/Staff Perception Data

**What area(s) indicate the overall highest level of satisfaction among teachers/staff?**

READ 180; Think Through Math

### 26b. Teacher/Staff Perception Data

**What area(s) indicate the overall lowest level of satisfaction among teachers/staff?**

Difficulty of mentoring secondary math

### 26c. Teacher/Staff Perception Data

**What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?**

Professional staff development.

### 27a. Stakeholder/Community Perception Data

**What area(s) indicate the overall highest level of satisfaction among stakeholders/community?**

Credit accrual

### 27b. Stakeholder/Community Perception Data

**What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?**

Credit accrual

**27c. Stakeholder/Community Perception Data**

**What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?**

Reassessment of curriculum, with an eye toward accelerated courses for low-level learners.

## Summary

### 28a. Summary

**Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.**

The students at Bowman House, a residential facility, have all experienced abuse, neglect, and trauma. They vary in age, grade, and ability. Most are special needs students. These young ladies usually require an accelerated curriculum (to make up for lost schooling) for low-level learners.

### 28b. Summary

**How might the challenges identified in the demographic, process and perception data impact student achievement?**

Students who have experienced abuse and neglect often have emotional issues that impact their learning.

### 28c. Summary

**How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?**

A school social worker has been hired to assist students in overcoming emotional and behavioral issues that interfere with their learning.

# **School Additional Requirements Diagnostic**

## **Introduction**

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	No	Not applicable. Students are in grades 6-12.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	No	This is the first year for the school.	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Most of our students have had parental rights waived. They have individualized student learning plans from 2014-2015, but will have EDPs beginning with the 2015-2016 school year.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	School was not in existence until the 2014-2015 school year. We will begin to update EDPs annually this year.	

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

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Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Charity Dorgan, School Liaison 8045 Second Ave. Detroit, MI 48202 313-656-2600	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No	Students at this school have been removed from their homes due to abuse and neglect. A modified parent involvement plan is in process.	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	Students have been removed from their homes owing to abuse and neglect.	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

# **2015-2016 School Improvement Plan - Bowman House**



## Overview

### Plan Name

2015-2016 School Improvement Plan - Bowman House

### Plan Description

Goals and objectives

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at the Bowman House site of the Blanche Kelso Bruce Academy will be able to accrue credit toward high-school graduation or advancement to the next grade level through a rigorous, relevant curriculum.	Objectives: 3 Strategies: 4 Activities: 6	Academic	\$14500
2	All students at the Bowman House site of the Blanche Kelso Bruce Academy will be able to better manage emotional/behavioral issues that interfere with their academic achievement.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$30700
3	All students at the Bowman House site of the Blanche Kelso Bruce Academy will have a transition plan in place to ensure their smooth re-entry into communities.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$154

**Goal 1: All students at the Bowman House site of the Blanche Kelso Bruce Academy will be able to accrue credit toward high-school graduation or advancement to the next grade level through a rigorous, relevant curriculum.**

Status	Progress Notes	Created On	Created By
N/A	December 31, 2015 - Progress toward this goal has been compromised by the lack of a formal curriculum at the remote sites. Given that the classroom at Bowman House is a multi-age, multiage facility populated by students with special needs or in unusual emotionally charged circumstances, a special education teacher serves as a mentor at the site. Last year, utilizing only online courseware proved too difficult for students to achieve academically and progress in core content areas. Also the absence of highly qualified teachers for high-school courses limited student progress. A high-interest, low-level core-content curriculum, offered through Odysseyware, recently has been identified for the second semester of the 2015-2016 school year. In addition, a proposal to hire content-area coaches is underway. However, it should be noted that the cost of the courseware, plus hiring coaches, was not considered when the current budget for the site was established.	January 04, 2016	Charity Dorgan

**Measurable Objective 1:**

100% of All Students will demonstrate a proficiency or increased achievement in reading and writing in English Language Arts by 06/30/2016 as measured by proficiency measures in READ 180 and System 44 literacy programs.

**Strategy 1:**

READ 180 as ELA Curriculum - Many, if not all, of the students at Bowman House present with deficiencies in reading and writing that preclude their full participation in the Common Core State Standards. Using READ 180 as the ELA curriculum allows these students to address grade-level content through adapted texts, scaffolded writing prompts, and other accommodations that make the general-education curriculum accessible to low-level learners. Anchor texts are the same as those recommended in the Common Core State Standards, although the READ 180 format may be a graphic novel, an adaptation of the original, or an audio book. When identical anchor texts are unavailable through READ 180, texts by the same authors or with the same themes are substituted to ensure equitable access to content through media format usable by the students.

Category:

Research Cited: Allen, J. (2000). *Yellow Brick Roads: Shared and Guided Paths to Independent Reading 4-12*. Stenhouse Publishers. 480 Congress Street, Portland, ME 04101. -

Beers, K. (1998). Listen While You Read: Struggling Readers and Audiobooks. *School Library Journal*, 44(4), 30-35. -

Bucher, K. T., & Manning, M. L. (2004). Bringing graphic novels into a school's curriculum. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*,

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78(2), 67-72. -

Carter, J. B. (2007). Building literacy connections with graphic novels: Page by page, panel by panel. -

Derdzinski, S. A Critical Evaluation of Four Literacy Intervention Programs for Struggling Adolescent Readers. -

Frey, N., & Fisher, D. (2004). Using graphic novels, anime, and the Internet in an urban high school. English Journal, 19-25. -

Gorman, M. (2003). Getting graphic!: Using graphic novels to promote literacy with preteens and teens. Linworth Publishing. -

Houck, A. (2012). Efficacy of READ180 in High School (Doctoral dissertation). -

Schwarz, G. E. (2002). Graphic novels for multiple literacies. Journal of Adolescent & Adult Literacy, 262-265. -

Zhu, J., Loadman, W. E., Lomax, R. G., & Moore, R. (2010). Evaluating Intervention Effects of Scholastic READ 180 on Low-Achieving Incarcerated Youth. Society for Research on Educational Effectiveness.

Tier: Tier 1

Activity - READ 180 Two-Day Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff serving students at Bowman House will attend a two-day training session with an educational consultant/coach from Scholastic in order to develop and implement techniques and strategies for using READ 180 as the core ELA curriculum.	Professional Learning	Tier 1		08/17/2015	06/30/2016	\$5000	General Fund	Bowman House advisor; Remote Site learning specialist; Teacher consultant; Teaching assistants

Status	Progress Notes	Created On	Created By
Completed	Advisor completed two-day training program with facilitator from Scholastic, Inc.	September 21, 2015	Charity Dorgan

Activity - Classroom Library Collection Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Additional anchor texts and supplemental reading materials will be added to the classroom library at Bowman House. Additional anchor texts in printed and audio formats are needed to ensure that students have access to core content material and personal or recreational reading.	Curriculum Development, Materials, Academic Support Program	Tier 1	Implement	07/02/2015	06/30/2016	\$500	General Fund	Bowman House advisor; Remote Site administrative assistant; Remote Site learning specialist
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Status	Progress Notes	Created On	Created By
Completed	All ordered materials for classroom libraries have been received and processed.	January 04, 2016	Charity Dorgan
Completed	All ordered materials were received, ending the week of October 26, 2015.	October 29, 2015	Charity Dorgan
In Progress	Additional titles to support the middle-school curriculum were ordered to augment the classroom library at Bowman House.	September 21, 2015	Charity Dorgan

Activity - Monitor Student Progress in Completing ELA Course Requirements	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Bowman House advisor will monitor student progress on ELA Common Core State Standards using district-approved requirement sheets with standards, anchor texts, writing assignments, activities, and final projects for each grade level. The advisor will also monitor student progress using data reports generated through the READ 180 system.	Curriculum Development, Academic Support Program	Tier 1	Implement	09/08/2015	06/30/2016	\$0	General Fund	Bowman House advisor

Status	Progress Notes	Created On	Created By
In Progress	November 2015 - Four of six students increased their Lexile levels by at least 5 points during the first quarter.	December 01, 2015	Charity Dorgan

### Measurable Objective 2:

100% of All Students will demonstrate a proficiency or increased achievement in Mathematics by 06/30/2016 as measured by Core Content Standard pathways in the Think Through Math program.

## School Improvement Plan

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### Strategy 1:

Think Through Math as a Remediation Program - Many, if not all, of the students at Bowman House present with deficiencies in mathematics that preclude their full participation in the Common Core State Standards. Remediating weaknesses in mathematics through the Think Through Math program allows students to build skills in weak areas while progressing towards grade-level work. Think Through Math offers pathways from grade three through geometry.

Category:

Research Cited: Meador, D. (2015). A review of Think Through Math. Retrieved online at <http://teaching.about.com/od/schooltechprograms/fl/A-Review-of-Think-Through-Math.htm> - Meyer, T.N., Steuck, K., Miller, T., & Kretschner, M. (n.d.) Multi-Year Large-Scale Field Studies of the Fundamental Skills Training Project's Intelligent Tutoring Systems. San Antonio, TX: Apangea Learning.

Tier: Tier 1

Activity - Monitor Student Progress in Think Through Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Bowman House advisor will monitor student progress on Think Through Math pathways using weekly and monthly progress reports generated through the Think Through Math system	Academic Support Program	Tier 1		09/08/2015	06/30/2016	\$3000	General Fund	Bowman House advisor

Status	Progress Notes	Created On	Created By
N/A	November 2015 - No students completed grade-level pathways during the first quarter.	December 01, 2015	Charity Dorgan

### Measurable Objective 3:

100% of All Students will demonstrate a proficiency in Social Studies and in Science by 06/30/2016 as measured by course completion or credit accrual.

### Strategy 1:

Remediated Online Coursework - All students will participated in remediated grade-level science and social studies course content through an online learning program, such as GoQuest, Time4Learning, or GradPoint, depending on the student's experience, skills, and abilities in the subject area.

Category:

Research Cited: Callahan, C., Saye, J., & Brush, T. (2013). Designing web-based educative curriculum materials for the social studies. Contemporary Issues in Technology and Teacher Education, 13(2), 126-155. -

## School Improvement Plan

Blanche Kelso Bruce Academy - Bowman Site

Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2009). Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies. US Department of Education.

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	January 2016 - Renewal of Pewabic Education Program for the remainder of the second quarter is in process.	January 04, 2016	Charity Dorgan
N/A	November 2015 - Pewabic Pottery Education classes ended with the first quarter. Renewal of grant has been requested.	December 01, 2015	Charity Dorgan

Activity - Monitor Student Progress in Completing Science and Social Studies Course Requirements	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Bowman House advisor will monitor student progress on accruing credit and completing science and social studies coursework using data from online learning programs.	Academic Support Program	Tier 1	Implement	09/08/2015	06/30/2016	\$3000	General Fund	Bowman House advisor

Status	Progress Notes	Created On	Created By
N/A	November 2015 - All students received P (passing) grades in the program for the first quarter.	December 01, 2015	Charity Dorgan

### Strategy 2:

Science and Social Studies Content Coaches - Content specialists in the areas of science and social studies will work with students on a weekly basis to remediate skill deficiencies for struggling learners or accelerate coursework for advanced students.

Category:

Research Cited: Hounshell, P. B. (1987). Elementary Science Specialists? Definitely!. Science and Children, 24(4). - Jones, M. G., & Edmunds, J. (2006). Models of elementary science instruction: Roles of science specialists. Elementary science teacher education: International perspectives on contemporary issues and practice, 317-343. -

Schwartz, R. S., Lederman, N. G., & AbdElKhalick, F. (2000). Achieving the Reforms Vision: The Effectiveness of a SpecialistsLed Elementary Science Program. School Science and Mathematics, 100(4), 181-193.

Tier: Tier 1

Status	Progress Notes	Created On	Created By
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## School Improvement Plan

Blanche Kelso Bruce Academy - Bowman Site

N/A	January 2016 - The proposal for science, social studies (and now math) coaches has been reinitiated.	January 04, 2016	Charity Dorgan
N/A	No longer financially feasible at this time.	October 29, 2015	Charity Dorgan

Activity - Monitor Student Work in Science and Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science and social studies content area specialists will monitor student progress in online coursework weekly, remediating skills or accelerating progress as needed	Academic Support Program	Tier 1		09/14/2015	06/30/2016	\$3000	General Fund	Science and social studies content specialists

Status	Progress Notes	Created On	Created By
In Progress	The Bowman House advisor adopted the Big History curriculum for social studies.	September 21, 2015	Charity Dorgan

**Goal 2: All students at the Bowman House site of the Blanche Kelso Bruce Academy will be able to better manage emotional/behavioral issues that interfere with their academic achievement.**

### Measurable Objective 1:

100% of All Students will demonstrate a behavior (for example, effort, productivity, respect, and responsibility) in Practical Living by 06/30/2016 as measured by a decrease in the number of incident reports issued to students as their stays at Bowman House lengthen .

Status	Progress Notes	Created On	Created By
N/A	November 2015 - 0 incident reports	December 01, 2015	Charity Dorgan
N/A	October 2015 - 0 incident reports	December 01, 2015	Charity Dorgan
N/A	September 2015 - 1 incident report	December 01, 2015	Charity Dorgan

### Strategy 1:

CPI/PBIS Classroom Program - All students at the Bowman House site of the Blanche Kelso Bruce Academy will have the opportunity to identify appropriate examples of effort, productivity, respect, responsibility, and safety by completing a chart for their classroom and school, including a sequence of rewards and consequences for



## School Improvement Plan

Blanche Kelso Bruce Academy - Bowman Site

compliance or noncompliance with the program.

Category:

Research Cited: Carr, E.G., & Horner, R.H. (1997). Behavioral support for students with severe disabilities: Functional assessment and comprehensive intervention. *Journal of Special Education*, 31(1), 84-104. - Dunlap, G., Conroy, M., Kern, L., DuPaul, G., VanBrakle, J., Strain, P., Joseph, G.E., Hemmeter, M.L., & Ostrosky, M., (2003). Research synthesis on effective Intervention procedures: Executive summary. Tampa, Florida: University of South Florida, Center for Evidence-Based Practice: Young Children with Challenging Behavior. - Dunlap, K., Goodman, S., McEvoy, C., & Paris, F. (2010). Schoolwide positive behavioral interventions implementation guide. Lansing, MI: Michigan Department of Education. - Mesibov, G.B., Browder, D. M., & Kirkland, C. (2002). Using individualized schedules as a component of positive behavioral support for students with developmental disabilities. *Journal of Positive Behavior Interventions*, 4(2), 73–79. - Michigan State Board of Education. (2006, September 12). Positive behavior support policy. Lansing, MI: Michigan Department of Education. - Sugai, G. & Horner, R. H. (2002). Introduction to the special series on positive behavior support in schools. *Journal of Emotional & Behavioral Disorders*, 10(3), 130-135.

Tier: Tier 1

Activity - CPI/PBIS Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff serving students at Bowman House will attend a one-day workshop with in-house educational coaches in order to develop and implement strategies for incorporating nonviolent crisis prevention and positive behavioral support school-wide.	Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/17/2015	06/30/2016	\$1400	General Fund	In-house CPI/PBIS coaches; Bowman House advisor; Instructional aides

Status	Progress Notes	Created On	Created By
Completed	Training completed August 10-11, 2015.	October 29, 2015	Charity Dorgan

### Strategy 2:

Igniting Sparks Curriculum - The Igniting Sparks curriculum (Search Institute) will be used during daily advisory sessions targeted towards reducing risk behaviors and increasing social outcomes among students.

Category:

Research Cited: Benson, P. L., & Scales, P. C. (2009). The definition and preliminary measurement of thriving in adolescence. *Journal of Positive Psychology*, 4(1), 85–104. doi:10.1080/17439760802399240 - Benson, P. L., & Scales, P. C. (2011). Thriving and sparks. In R. J. R. Levesque (Ed.), *Encyclopedia of adolescence* (pp. 2963–2976). New York: Springer. doi: 10.1007/978-1-4419-1695-2 - Scales, P. C., Benson, P. L., & Roehlkepartain, E. C. (2010). Adolescent thriving: The role of sparks, relationships, and empowerment. *Journal of Youth and Adolescence*, 40 (3), 263-277. doi: 10.1007/s10964-010-9578-6

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Tier: Tier 1

Activity - Igniting Sparks Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Bowman House advisor and support staff in will participate in a one-day training program with James Conway, Igniting Sparks (Search Institute), during August to implement the Igniting Sparks curriculum effectively as part of advisory.	Professional Learning	Tier 1	Getting Ready	08/25/2015	06/30/2016	\$4300	General Fund	School liaison; Bowman House advisor and support staff

Status	Progress Notes	Created On	Created By
Completed	Training completed August 25, 2015.	October 29, 2015	Charity Dorgan

### Strategy 3:

School Social Worker - A school social worker will be hired to provide weekly support to Bowman House students in the areas of social and behavioral skills.

Category:

Research Cited: Altshuler, S. J. (1997). A reveille for school social workers: Children in foster care need our help!. Children & Schools, 19(2), 121 - Altshuler, S. J. (2003). From barriers to successful collaboration: Public schools and child welfare working together. Social Work, 48(1), 52-63 - Ayasse, R. H. (1995). Addressing the needs of foster children: The foster youth services program. Children & Schools, 17(4), 207-216.

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	School social worker hired and in place in October 2015.	October 29, 2015	Charity Dorgan

Activity - Monitor Student Well Being	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The newly hired school social worker will develop a schedule for monitoring the social and behavioral outcomes of students, as well as for meeting with each student regularly.	Behavioral Support Program	Tier 1	Getting Ready	09/08/2015	06/30/2016	\$25000	General Fund	School social worker

## School Improvement Plan

Blanche Kelso Bruce Academy - Bowman Site

Status	Progress Notes	Created On	Created By
In Progress	November 2015 - School social worker completed transition plans with future long- and short-term goals with 100% of enrolled students.	December 01, 2015	Charity Dorgan
In Progress	October 2015 - School social worker has worked with students individually on anger management issues.	December 01, 2015	Charity Dorgan

### **Goal 3: All students at the Bowman House site of the Blanche Kelso Bruce Academy will have a transition plan in place to ensure their smooth re-entry into communities.**

#### **Measurable Objective 1:**

100% of All Students will collaborate to prepare a transition plan, with goals for Career, College, and in Practical Living by 06/30/2016 as measured by the number of transition plans created .

#### **Strategy 1:**

Educational Development Plan - Each student will complete an Educational Development Plan, with career, college, and practical living goals, as part of individual transition plans for the future.

Category:

Research Cited: Grummon, P. T. (1994). Evaluating Systemic Change in School-to-Work Initiatives - Miller, M. S., & Fleegler, R. (2000). State Strategies for Sustaining School-to-Work. School-to-Work Intermediary Project. Issue Brief - Rudy, D. W., & Rudy, E. L. (2001). Report on Career Pathways: A Success Story in Berrien County, Michigan.

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	As of November 30, 2015, all enrolled students completed a transition plan with the school social worker. The plan identified future goals and action steps for attaining them. The school social worker also prepared a list of community resources for distribution to students as they transition to other environments after leaving Bowman House. The list includes resources to assist with employment, housing, and utilities.	December 01, 2015	Charity Dorgan

## School Improvement Plan

Blanche Kelso Bruce Academy - Bowman Site

Activity - Career Interests, Preferences, and Strengths Inventory	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will identify their career interests and strengths using a validated and reliable assessment instrument.	Community Engagement, Behavioral Support Program, Materials, Academic Support Program, Career Preparation /Orientation	Tier 1		09/08/2015	06/30/2016	\$125	General Fund	Bowman House advisor, counselor, school social worker, and support staff

Activity - iSkills Online Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take the iSkills online assessment to identify their strongest skill sets applicable to career and college success.	Career Preparation /Orientation	Tier 1	Getting Ready	09/08/2015	06/30/2016	\$0	No Funding Required	Bowman House advisor, counselor, school social worker, and support staff

Activity - Michigan Pathways Survey	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Blanche Kelso Bruce Academy - Bowman Site

Students will complete a survey to identify the Michigan Pathways related to their career interests.	Career Preparation /Orientation	Tier 1	Getting Ready	09/08/2015	06/30/2016	\$0	No Funding Required	Bowman House advisor, counselor, school social worker, and support staff
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Activity - Transition Instruction Guide: Standards-based Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Bowman House advisor, counselor, and school social worker will present activities from the Transition Instruction Guide to students at least once each week.	Community Engagement, Behavioral Support Program, Materials, Career Preparation /Orientation	Tier 1	Getting Ready	09/08/2015	06/30/2016	\$29	General Fund	Bowman House advisor, counselor, school social worker, and support staff

Status	Progress Notes	Created On	Created By
In Progress	<p>As of November 30, 2015, all enrolled students completed a transition plan with the school social worker. The plan identified future goals and action steps for attaining them.</p> <p>The school social worker also prepared a list of community resources for distribution to students as they transition to other environments after leaving Bowman House. The list includes resources to assist with employment, housing, and utilities.</p>	December 01, 2015	Charity Dorgan

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
iSkills Online Assessment	Students will take the iSkills online assessment to identify their strongest skill sets applicable to career and college success.	Career Preparation /Orientation	Tier 1	Getting Ready	09/08/2015	06/30/2016	\$0	Bowman House advisor, counselor, school social worker, and support staff
Michigan Pathways Survey	Students will complete a survey to identify the Michigan Pathways related to their career interests.	Career Preparation /Orientation	Tier 1	Getting Ready	09/08/2015	06/30/2016	\$0	Bowman House advisor, counselor, school social worker, and support staff

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Transition Instruction Guide: Standards-based Activities	The Bowman House advisor, counselor, and school social worker will present activities from the Transition Instruction Guide to students at least once each week.	Community Engagement, Behavioral Support Program, Materials, Career Preparation /Orientation	Tier 1	Getting Ready	09/08/2015	06/30/2016	\$29	Bowman House advisor, counselor, school social worker, and support staff

## School Improvement Plan

Blanche Kelso Bruce Academy - Bowman Site

Monitor Student Progress in Think Through Math	The Bowman House advisor will monitor student progress on Think Through Math pathways using weekly and monthly progress reports generated through the Think Through Math system	Academic Support Program	Tier 1		09/08/2015	06/30/2016	\$3000	Bowman House advisor
Igniting Sparks Teacher Training	The Bowman House advisor and support staff in will participate in a one-day training program with James Conway, Igniting Sparks (Search Institute), during August to implement the Igniting Sparks curriculum effectively as part of advisory.	Professional Learning	Tier 1	Getting Ready	08/25/2015	06/30/2016	\$4300	School liaison; Bowman House advisor and support staff
Monitor Student Well Being	The newly hired school social worker will develop a schedule for monitoring the social and behavioral outcomes of students, as well as for meeting with each student regularly.	Behavioral Support Program	Tier 1	Getting Ready	09/08/2015	06/30/2016	\$25000	School social worker
CPI/PBIS Training	All staff serving students at Bowman House will attend a one-day workshop with in-house educational coaches in order to develop and implement strategies for incorporating nonviolent crisis prevention and positive behavioral support school-wide.	Professional Learning, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/17/2015	06/30/2016	\$1400	In-house CPI/PBIS coaches; Bowman House advisor; Instructional aides
Monitor Student Work in Science and Social Studies	Science and social studies content area specialists will monitor student progress in online coursework weekly, remediating skills or accelerating progress as needed	Academic Support Program	Tier 1		09/14/2015	06/30/2016	\$3000	Science and social studies content specialists
Career Interests, Preferences, and Strengths Inventory	Students will identify their career interests and strengths using a validated and reliable assessment instrument.	Community Engagement, Behavioral Support Program, Materials, Academic Support Program, Career Preparation /Orientation	Tier 1		09/08/2015	06/30/2016	\$125	Bowman House advisor, counselor, school social worker, and support staff

## School Improvement Plan

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READ 180 Two-Day Training	All staff serving students at Bowman House will attend a two-day training session with an educational consultant/coach from Scholastic in order to develop and implement techniques and strategies for using READ 180 as the core ELA curriculum.	Professional Learning	Tier 1		08/17/2015	06/30/2016	\$5000	Bowman House advisor; Remote Site learning specialist; Teacher consultant; Teaching assistants
Monitor Student Progress in Completing ELA Course Requirements	The Bowman House advisor will monitor student progress on ELA Common Core State Standards using district-approved requirement sheets with standards, anchor texts, writing assignments, activities, and final projects for each grade level. The advisor will also monitor student progress using data reports generated through the READ 180 system.	Curriculum Development, Academic Support Program	Tier 1	Implement	09/08/2015	06/30/2016	\$0	Bowman House advisor
Monitor Student Progress in Completing Science and Social Studies Course Requirements	The Bowman House advisor will monitor student progress on accruing credit and completing science and social studies coursework using data from online learning programs.	Academic Support Program	Tier 1	Implement	09/08/2015	06/30/2016	\$3000	Bowman House advisor
Classroom Library Collection Development	Additional anchor texts and supplemental reading materials will be added to the classroom library at Bowman House. Additional anchor texts in printed and audio formats are needed to ensure that students have access to core content material and personal or recreational reading.	Curriculum Development, Materials, Academic Support Program	Tier 1	Implement	07/02/2015	06/30/2016	\$500	Bowman House advisor; Remote Site administrative assistant; Remote Site learning specialist